Les IPC sont disponibles pour l’ensemble de la filière AVC – depuis la suspicion d’AVC en situation d’urgence jusqu’à l’an de rééducation – chaque profession ou spécialité médicale est concernée par un nombre limité d’indicateurs. Ainsi 12 IPC parmi les 41 élaborés avec la SOFMER et les autres professionnels de santé et sociétés savantes concernent directement la médecine physique et de réadaptation.


Version anglaise

CO41-001–EN
Letter of intention to cooperate
A. Delarque
Faculté de médecine, université de la méditerranée, MPR CHU Timone, 264, rue Saint-Pierre, 13385 Marseille, France

Keywords: Physical and rehabilitation medicine education; Quality of care; Field of competence

A letter of intention to cooperate in the fields of education, quality of care and field of competence was signed during the Sofmer PRM congress in Mulhouse, between the Section and Board of PRM/UEMS and the main French PRM associations. The French PRM associations were:
– Syfmer, President Dr Jean Sengler;
– Sofmer, President Pr Alain Yelnik;
– Cofemer, President Pr Pierre-Alain Joseph;
– Fedmer, President Dr Francis Le Moine;
– Annals of PRM, Editor in Chief Pr André Thévenon;

For UEMS:
– PRM Section, Pr Alain Delarque, Pr Christoph Gutenbrunner and Dr Georges De Korvin;
– PRM Board, Pr Franco Franchignoni and Pr Jean-Michel Viton.

In the framework of this agreement, Sofmer has organized three bilingual European sessions per year, focusing on the topics of education, quality of care and field of competence.

A new teaching programme for PRM trainees has been set up during the Sofmer congresses. Together with European School Marseille, it gives trainees another opportunity to create links and discover PRM research activities.

Educational papers supervised by academic PRM professors have been published in the Journal of Rehabilitation Medicine.

French PRM programmes of care have been accredited by the UEMS PRM section.

Papers on the fields of competence of PRM have been published by French authors.

PRM SOFMER Congress Nantes 2011 will continue to be organized on these lines.


CO41-002–EN
Educational activities of the UEMS board of physical and rehabilitation medicine: “World Action Plan for Initial Education in PRM (WAPIE PRM)”
J.M. Viton a,*, F. Franchignoni b, R. Frischknecht c, X. Michail d, G. Vanderstraeten e, N. Barotsis f, N. Christodoulou g, A. Delarque h

a Board de MPR UEMS, Service de MPR, CHU La Timone, 264, rue Saint-Pierre, 13385 Marseille, France
b UEMS PRM Board, Veruno
c UEMS PRM Board, Lausanne
d UEMS PRM Board, Athens
e UEMS PRM Board, Gent
f UEMS PRM Section and Board, Limassol

* Corresponding author.

Keywords: Education; PRM; WAPIE

Introduction.– Attracting gifted PRM trainees and offer them high quality education is crucial for the future of PRM in Europe, but many problems remain to be addressed:
– the board’s recent survey showed that many medical schools in Europe do not offer teaching programmes on disabled persons and on basic PRM knowledge. Hence our specialty is hardly known to medical students;
– access to the evidence-based advances in PRM is often difficult for our trainees;
– PRM trainees are rarely involved in research;
– information and teaching on rehabilitation and disability management is often lacking.

Aim.– Action plan to improve undergraduate and postgraduate PRM training and the recruitment of trainees.

Method.– The PRM Board, collectively with national and international PRM Societies, initiated and developed an action plan for initial education in PRM with the following objectives: propose a specific minimal undergraduate curriculum on PRM including the issues of disability, participation and handicap, to be taught all over Europe as a basis for general medical practice and postgraduate rehabilitation training.

Create high quality, low-cost training material and courses dedicated to PRM trainees including disability management, team management, rehabilitation methodology, evidence based practice in rehabilitation, etc.

Teach trainees the research methodology specific to PRM and involve them in research activities

Results and conclusion.– The PRM Board proposes a specific undergraduate curriculum to be taught all over Europe as a basis for general medical practice and postgraduate rehabilitation training; an increasing number of educational documents is available on the website of the PRM Board (http://www.euro-prm.org); international and national PRM Congresses offer reduced fees for PRM trainees and organize specific educational sessions for them; educational papers are published regularly in Journal of Rehabilitation Medicine, European Journal of PRM and Annals of PRM; the PRM Summer schools supported by the board have become very popular amongst trainees.

Stimulated by the board’s WAPIE the educational offer for PRM trainees in Europe has significantly increased over the past years.


CO41-003–EN
University teaching of physical and rehabilitation medicine (PRM)
F. Beuret-Blanquarta a,*, P.A. Joseph b

a CRMMPR Les Herbiers, 111, rue herbeuse, 76230 Bois-Guillaume, France
b Service MPR, hôpital Pellegrin, CHU de Bordeaux, 33076 Bordeaux

* Corresponding author.

Keywords: Education; Physical medicine and rehabilitation

Teaching specialized studies in PRM is a national programme organized by the French college of the university teachers of PRM (Cofemer) in the form of 15 modules from two to three days distributed over two academic years.

The teaching objectives of each module are defined in accordance with the official program (decree published in the OJ in 2001) and with the field of competences of the PRM physician. They relate to all fields of PRM including physiological, functional, therapeutic means, readjustment, equipment, PRM practises, neuropsychological rehabilitation and locomotor apparatus, and other specific aspects in various fields: nervous system power station and peripheral, cardiovascular and respiratory pathologies, geriatry, pediatry, pain, oncology or podology.

Teaching is delivered in the form of lectures, of clinical cases and practical workshops. Certain objectives are treated by regional or interregional teaching forums or are to be studied by self-training.

Complementary themes and optional lessons can be proposed. The interns moreover are invited to take part in the scientific congresses organized by Sof-